DOCUMENT RESUME

ED 458 973 PS 029 934

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TITLE	Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
REPORT NO	Vol-10
ISBN	ISBN-0-7623-0425-1
ISSN	ISSN-0270-4021
PUB DATE	1999-00-00
NOTE	240p.; For volume 9 in the Advances in Early Education and Day Care series, see ED 416 974.
AVAILABLE FROM	JAI Press, Inc., an imprint of Elsevier Science, Regional Sales Office, Customer Support Department, P.O. Box 945, New York, NY 10159-0945 ($82.50). Tel: 888-437-4636 (Toll Free); Fax: 212-633-3680; e-mail: usinfo-f@elsevier.com; Web site: http://www.elsevier.com.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Early Childhood Education; Imagination; *Play; Preschool Curriculum; *Preschool Teachers; Preservice Teachers; *Research Methodology; Student Attitudes; Teacher Education; *Teaching (Occupation); Theories; Vocational Education; *Work Environment

ABSTRACT

Providing a forum for current thinking related to early care and education, this book presents a wide range of views regarding research methodology, the nature of experience while teaching, teaching and program improvement, and conceptualizing play in the curriculum. The chapters are: (1) "Postmodern Research in Early Childhood Education" (Gaile S. Cannella and Chelsea Bailey); (2) "Changing Realities--Changing Research" (Sharon L. Kagan and Samantha Wechsler); (3) "Helping Things Come out Much Better: Understanding the Students' Perspective in an Early Childhood Vocational Education Program" (Rachel Theilheimer); (4) "Using Climate Assessment To Improve the Quality of Work Life in Early Childhood Programs" (Paula Jorde Bloom); (5) "The Rhetorics of Adult and Child Play Theories" (Brian Sutton-Smith); (6) "How Preservice Early Childhood Education Teachers Understand Play and the Uses of Sutton-Smith's Rhetorics of Progress and Phantasmagoria in Teacher Education" (Mary S. Rivkin); (7) "Rhetoric of the Imaginary/Children's Phantasmagoria and Rhetoric of Play as Progress: A Study of Persistence and Facilitation" (Mary G. Fryer); (8) "Implications of the Rhetoric of Play as Progress for Preservice and Inservice Teachers" (Anastasia P. Samaras); (9) "Reflections on Rhetoric and Rhetorics Redux" (Greta G. Fein); and (10) "Play Research and the Early Childhood Profession" (Stuart Reifel). Each chapter contains references. (KB)

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